

# The School Journal.

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## The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

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New York, May 10, 1884.

IN order to give more exact information concerning the railroad arrangements to Madison, at the coming National Educational Association, the editor has determined to go over the route personally. His impressions may be looked for on his return next week.

THE arrangements are being perfected for conveying members from this city to the meeting at Madison of the National Association. As announced, from this city to Madison the round trip ticket will cost \$30.50 by any of the six lines. Mr. E. I. Burritt, the efficient passenger agent of the N. Y., West Shore and Buffalo R. R. (the new route to the West), informs us that a special Pullman car will be furnished at the rate of \$60 per day, which will accommodate twenty-four (one in each berth), or a special day coach will be run through if fifty tickets are taken. Those who wish to take either of these cars can send word to this office. The cost will be about \$4 for each person in the Pullman.

"THE goodness of a school cannot be judged by the success of a minority of its scholars. There are in nearly every school a few boys whom natural talent, stimulated by ambition, will carry on, by a very little exertion on the part of the master to a high pitch of advancement. These boys do, in fact, generally teach themselves, though the master gets—and often deservedly—the greatest part of the credit for their work. The striking success of these exceptional boys is not, however, the test we seek. It is no evidence whatever that the general average of the teaching in the school is good. The examinations which are to test the qualifications and powers of the teacher must, then, be examinations of the whole school, and not of

its picked boys only. If out of a hundred pupils, ninety are not in a satisfactory condition, whatever be that of the remaining ten, the success of these is not to be attributed to the general goodness of the methods of teaching; while the failure of the ninety is distinctly chargeable with their general badness. It is plain that, if the methods are generally good, the result will be just the other way. Ninety would succeed, while ten might fail. Methods which, somehow or other, end in a failure of a large majority of the pupils, cannot then be pronounced satisfactory."—JOSEPH PAYNE.

THE common schools must continue to be taught by young men and women in their transition state—that is, before they settle down in life. These are the only ones who can do this work—not only, but the only ones who ought to do it. It is a part of their education. These words were uttered at a session of the University Convention held in 1873, and are as true now as then; and it is a shame that it is so. As things are going, it may be uttered as an axiom ten years to come—it may go on in 1900 as it has in 1800—the schools continuing to be taught by young men and women who have not yet made up their minds what they will do.

The great business before the friends of education is to put an end to this state of things. The physicians had a similar task before them a quarter of a century ago. Now, in this State, every man and woman who desires to practice medicine must produce a diploma from some legally authorized college, or he is arrested. Here is a subject for the teachers in their associations to discuss.

WHAT are suitable subjects for discussion at State and National Education Associations? By suitable subjects is meant those that will be selected by a body of men deeply interested in advancing education. Going back ten meetings, the National Association selected for discussion a list of subjects, and among them we find the following: "Education in the Southern States," (Why is "Education in the Western States" never considered?) "Co-Education," "The General Government and Education," "Duties and Dangers of Normal Schools," "National University," "The Classics," "Western University Education," "Relation of School Boards and Superintendent," "Upper Schools," "Shall our Youth be Educated Abroad," "How much culture shall be imparted in our free Schools," "Educational features of the Vienna Exposition," "Elementary and Scientific Knowledge," "A liberal Education for this Century," "Training Schools—their place in Normal School work," "The relative contribution of scholarship and methods to the power of the teacher."

The above titles are cited for one thing, to show what inducement was held out to teachers to travel a long distance at a large expense, considering their pay. Undoubtedly some most valuable things were uttered by

the writers of the above-entitled papers, for they were thinking men and women. But are these or similar subjects, suitable for the thinking teachers to expend their time and money upon? The discussion of some subjects might help matters a great deal.

ONE step is taken by woman in her effort to do her part of the world's work, only to be followed by another. Mrs. Carrie B. Kilgore sought admission to practice at the Bar of the Common Pleas Court in Philadelphia, was refused by three, but the fourth granted her permission. She is the wife of D. J. Kilgore, a well-known and respected lawyer. She is a lady of the highest character, of refined manners and broad culture, and a graduate of the Law Department of the University of Pennsylvania. No one questioned her qualifications for the Bar, so far as knowledge of the law is concerned, but Common Pleas Courts Nos. 1, 2, and 3 refused to admit her to practice on the sole ground that she was a woman. One of the courts assigned as an additional disqualification the fact that she is married. The law says:

"The Judges of the several courts of record of this Commonwealth shall respectively have power to admit a competent number of persons of an honest disposition and learned in law to practice as attorneys in their respective courts."

The Judge said: "Woman is found in all the pursuits and professions of life, not only working out her own independence, but entering into competition with men for the highest rewards of ambition. It is surprising that any one should speak with apprehension of an impending social change by which women are to seek fortune and fame in fields which were formerly denied to them. Such persons should awake from their slumbers—the revolution is over."

### A TEACHER, MORE THAN AN INSTRUCTOR.

There is a wide distinction between an instructor and teacher. While a good teacher must be a fair instructor, an excellent instructor may be a poor teacher, or no teacher at all. A man necessarily has brains, but there may be brains and no man. A talking-machine may be an instructor, but all talking-machines are not teachers. One may visit a school and hear glib instruction, and go away impressed with the belief that this is teaching by a teacher. But in many cases no teaching at all is done. But leaving that point, a kind, loving disposition, a spirit of earnestness and desire to do good, an individual interest in each pupil, are all necessary to the teacher. These develop character in the pupil. In fact, the school is a place for character-building, and hence it requires more than an instructor there.

OUR Universities are busy educating lawyers and physicians; Davidson, Trinity and Wake Forest Colleges are annually sending forth large accessions to the ministry; Rutherford, Oak Ridge and Smithdeal and all our colleges are sending out



hundreds of practical business men, but where are the well-drilled teachers of the near future to come from?—*North Carolina Teacher.*

**EGOTISM.**—The egotism which society so justly condemns is not talk about one's real self, but talk about a desirable self—not about what we really are, but about what we want our friends to think we are. The egotist more or less conceals the real John and patches up by hints as to his antecedents, his history, his courage, his probity, his tenderness, his regard for others, an ideal John that shall compel admiration. We feel the contrast when in a moment of delight or discouragement he blunders upon a genuine revelation.—*Bardeen's Complete Rhetoric.*

THE great problem is whether our firm and secure edifice for justice and liberty can be preserved, if we allow any selfish or sordid interest to encroach upon our demands that our people shall be kept industrious, temperate and strong. I do not like to see the power of margins dominating over the masses. I do not like to see the suffrage used constantly against the power of the great mass of the people without regard to political parties. I have seen what I never expected to see in a country like this, a new band of L.L.D.'s—a "league of liquor dealers"—that, they say, are going to determine what shall be the law and what the methods as between temperance and intemperance in this country. This is not a matter of party; it is a matter of pride and manhood in the American people.—*WM. M. EVARTS.*

**WHAT SHALL CHILDREN READ?**—Are teachers and parents asking daily this question? The power of reading! Is it possible to estimate its force? All the pupils above the age of nine years, and many, especially girls, of a younger age, are not able to read, but are hungry for reading-matter. We asked a boy of thirteen recently if he read much. He thought he did, and on telling upon what books his hours for the last two weeks had been spent, we found the list embraced four dime-novels. Guard carefully the school library. A young person is made to enjoy good reading as easily as to enjoy trash. Teachers cannot do all, but parents and teachers can do the whole. Guard well the reading of the boys and girls. It makes character.—*Student.*

**IS DRUNKENNESS INCREASING?**—Is the temperance work bearing fruit? It is said by many that no effect has been produced. We believe that drunkenness is diminishing, but tables that compare the amount of distilled spirits used in this country in the three years ending with June, 1878, (57,111,082), and in the three years ending with June, 1883, (73,641,727), show an increase of nearly 29 per cent., while the average increase in the population of the last three years over the first three years was hardly 14 per cent. This shows that notwithstanding the efforts made in behalf of the cause of temperance in the United States, the ratio of increase in the amount of distilled liquors used has been double that of the increase of the population. This refers only to distilled spirits. The increase in the consumption of wines and malt liquors is far larger.

Mr. J. W. FITCH, our special correspondent at Normal Park School, says, of the forthcoming "Quincy Methods" by Miss L. E. Patridge, "a perusal of the advance sheets of the opening chapters has convinced me that the forthcoming book will be the teacher's book of the day, exceeding in sale even that of "Talks on Teaching," which has been unprecedented in the line of educational books. Miss Patridge has spent several years in obtaining the methods, and properly comprehend the Quincy system better than any other one person. She studied it as it was in operation under Col. Parker; has heard his exposition of it since, in Quincy, Boston, Martha's Vineyard and Normal Park, so that it is not a simple report, a lesson that one who did not understand the system might give. It is the Quincy system reported by one who understands it, and made for the purpose of leading others to comprehend and employ it.

### SCHOOL TEACHING.

By PROF. J. W. SIMONDS, Dakota University.

A person assuming the duties of teacher of youth should have accurate and well-defined notions of the various mental operations involved in the process of teaching, otherwise his services will be impaired by frequent mistakes, and his efforts accompanied by losses inflicted upon his patrons. Persons engaged in teaching, and not having clear conceptions of the true character of the work may appropriately be styled "school-keepers."

The school-keeper, in his philosophy and practice, regards the minds of his pupils as receptacles into which he can pour, from time to time, a certain number of words and sentences from the textbook. His method of working is ever the same and unchanged. A specified number of pages are assigned for a task, which the pupil is required to commit. In reciting, the questions of the book are read in regular order by the so-called teacher, and the pupil repeats the answers of the book. This process calls the memory into constant and severe action, while the other faculties of the mind remain dormant or only incidentally drawn out.

Such work is not worthless. Scholars will imbibe some information; still the work is neither intelligent, educative, nor economical. The subjects pursued are not understood, for the matter is not presented in such a manner that the mind of the child can comprehend it, and make it a part of his own store of information. The manner of the scholar's working soon becomes mechanical, his labor irksome, and he gradually loses interest in his studies. His thoughts and interests are given to amusements and other affairs.

"School-keeping" is attended by great pecuniary losses as well as educational wastes. These wastes are not as readily perceived by the majority of the people as are the losses incurred by mismanagement in business affairs, but are manifest to the skilled eye; they appear in the failure to secure steady and healthful growth of mind.

In its original use, the word *teach* is defined "to show, to point out" with a derived meaning "to guide by furnishing instruction." The word has acquired, by long usage in school instruction, a technical and expressive meaning. Proceeding from the primary meaning of showing, its full and proper force appears to be, to guide and direct in school instruction. The office of the live teacher is, therefore, to go before the scholar in the pursuit of knowledge, attract the attention, interest the powers of the mind, and stimulate them to self-action; lead the learner in the proper paths of study, illumine these paths by appropriate explanations and illustrations, prepare the way for his advance, and inspire him to continued progress by encouraging influences.

The true teacher is very careful that each power of the mind receives appropriate and symmetrical training. The process pursued by the teacher in his work, can be indicated in a brief outline. By managing the *attentiveness* in a judicious manner, the scholar's capacity to observe is cultivated and expanded; this, trained and cultured enables the pupil to form clear conceptions of objects of sense. Well formed conceptions facilitate the work of the memory and help greatly in its retentiveness. The power to *discriminate* and *compare* comes next in order. The imagination is called into exercise in arranging the ideas and conceptions into new forms. The *reason* is now ready to act in passing judgment and drawing conclusions.

The process is *intelligible*, for the scholar performs the work himself under the direction of a capable guide. It is *educative*, for all the powers of the mind are stimulated to action and trained in their normal order, and the work is performed in accordance with the laws which govern the development and growth of the mind. It is *economical*, for the results attained are adequate to the means and energies put forth.

The various means adopted by skillful teachers in performing their work, have been designated by appropriate terms:

**Explaining.**—By this means the teacher removes

the obscurities which darken the vision of the scholar, and renders the subject intelligible by a clear verbal exposition.

**Illustrating.**—The work by this process is performed by means of diagrams, examples, or comparisons, and the subject is thereby more lastingly impressed upon the mind.

**Drilling. Training.**—These terms imply much practical work. By reception of processes or topics, familiarity is secured and skill in work attained.

**Testing.**—This implies a critical examination of a subject after it has been studied, by proposing new questions and examples of a similar grade, but more general.

**Reviewing.**—This includes brief but frequent examinations of important principles pursued.

The value of a teacher's work will depend in a great measure upon his skill in illustrating and explaining, upon his wisdom in drilling and training, and upon the application made of tests and reviews.—*Ex.*

For the SCHOOL JOURNAL.

### A CHANGED PUBLIC OPINION.

By C—Y.

The teacher who is at all observant must have discovered that a change has taken place since 1850 in the minds of the people concerning Education. I began teaching in the district schools about that time, and was a subscriber to the *Ohio Educational Journal* and then to the *New York Teacher*, which, if I mistake not, Mr. Amos M. Kellogg helped to edit. There was from that time on a good deal of talk in the Institutes and in the State Association and in the teachers' papers about a "forward movement." I watched all this carefully, for I thought I saw a cat in the meal-tub. The shouting was for better school-houses (and these we needed badly enough I will confess), for graded-schools, and for a more extensive curriculum of study, and, finally, for more pay for the teachers; and this last was needed also.

All the pressure was for something material: more money; more complicity in study; more buildings. I saw men who shouted for this advance get in places that were thus created, and I felt rather disgusted—some with them and much with myself; with myself, because I was not smart enough to holler for "Advancement in Education," or get a place as superintendent or something of that sort. I kept hard at work, not satisfied by any means, but hardly knowing what to do; my salary was small, but I was honest, and that is what I was not sure the rest were.

About 1868 I visited the first Kindergarten I had ever heard of, and it set me to thinking, but I was disappointed to find the children could not "stand an examination"—that is, could not answer some simple question I put to them, such as, "What is the capital of New York? Which is the highest mountain?" etc.; questions I supposed any young child should learn to answer. I went away and pondered upon the existence of a school that did not teach its pupils to spell nor to recite the multiplication table. The more I pondered the more I felt uncertain whether a Normal School graduate understood the subject of Education very deeply. A few years passed and I got a copy of the *SCHOOL JOURNAL*; it was not then in 1874 what it is to-day, for it has doubled in power and strength every year; nevertheless it opened my eyes. The editor was for a reform, but of a different sort than I had ever heard of before—a reform in our method of looking at and treating the child. It was somehow right along in the line I had been blindly groping for twenty or more years; I felt that he was right, and have read his paper ever since.

I can now look back and see that the public have been getting ready for a change. Corporal punishment has nearly disappeared from the schools; there is more made of health and ventilation; temperance has got into the school-room as a study (I have seen many hard drinkers get places as teachers); the text-books are better and more natural; grammar is no longer taught to young children; it was formerly taught to children ten years of age. There is a decided tendency to few studies instead



of many. I can see that the amount learned is of far less consequence than formerly. All these things show that the public is rousing up. (Besides the newspapers are full of articles on teaching.)

The impending change was shadowed out in the SCHOOL JOURNAL several years ago. We are to teach children concerning Mankind and the Earth, and show them how to Represent: the last requiring a knowledge of language, number and drawing. We have wandered far from this; we have worshipped and are worshipping now the mighty Spelling Book.

I, for one, welcome the great change that is to come. True, I cannot do much in my school-room, but I am helping it some. I teach differently from what I did years ago, for I better understand what is needed by the children. I say to all, God speed the day of a Reform in Education.

For the SCHOOL JOURNAL.

#### NOTES ON LETTERS.

It is not easy at a distance to understand all of the circumstances that surround a teacher, but the spirit that animates him may be known by a few sentences.

"I feel that I am looking at teaching from a new standpoint this year. I am not only more enthusiastic but more happy. I am never tired of the school-room now, hard as I labor there. The whole school is adjusted in a better manner than before. I do not now try to see how much can be learned, but to see how much better, brighter and stronger the pupils may be made. They feel the great difference, and I have none of the collisions I once had. I only wish every teacher could pass through the same experience to come out as well as I have. When we get into a rut we are apt to stay in it."

The trouble that perplex the usual school room arise from disorder. What causes disorder? Has not the teacher told the pupils over and over that they are less happy when disorderly?

"I have no doubt that I had as good order as most teachers, but it has cost me such harrassing toil! I never felt secure; I was like a keeper of a prison, who said he always felt convicts might break loose at any time. But I have passed beyond that. Although most of the pupils are the children of operatives in the factories here, and the circumstances surrounding their bringing up are not of the best, I can leave my room with a feeling of perfect security. There is no ill-will towards me, and yet I am more strict than ever before—in some things. I labor to have a high ideal of manly conduct."

There is a great deal in that letter that cannot be published. She has learned the secret of reaching the hearts of her pupils—that is better than government. The theme in many letters is the need of means of advancement—that is, of personal education. One who has attended Chataqua laments that she cannot receive aid nearer home.

"It is sure to come to a teacher sooner or later—the sense of getting behind the world. On some it presses so hard that they are positively unhappy. I attended an institute three years ago, and heard a young lady lecture about a style of education that, to say the least, 'was not my style.' I felt that I must be up and doing, so I went to Chataqua the next year; it helped me very much, but not just in the way I wanted. The truth is, I ought to stop teaching and go to school. Is there not some place where I could go, just fitted to aid me—say for July and August? A normal school of the right kind would be just the thing, but not the Normal. That was nothing but an ordinary school—it gave no help to teachers. I learned nothing about teaching there."

Here is a want that is wholly unsupplied; the "right kind" of a normal school would flourish during the summer vacation. Here we must stop, for want of time to read further.

**SPOILED COCOANUTS SEIZED.**—Dr. Cyrus Edson, of the New York Sanitary Bureau, recently seized 1,000 pounds of spoiled cocoanuts in the candy factory of C. Garnier, at No. 59 James street, and sent them to the offal dock. Garnier was going to make the stuff into candy cakes such as are sold to school children throughout the city for one cent each.

#### GEMS FROM JOSEPH PAYNE.

You cannot get the best results of teaching unless you understand the mind with which you have to deal.

In applying principles to practice there is always a better or worse manner of doing so, and one may learn much from knowing how others have overcome the difficulties at which we stumble.

The teacher's proper function does not consist in the communication of his own knowledge to the learner, but rather in such action as ends in the learner's acquisition of knowledge for himself. The things which he cannot learn for himself are things unsuited to the actual state of his mind.

Knowledge, in relation to the training of the mind, is the result of learning; and learning is the process by which the child teaches himself by personal experience.

To tell a child what he can learn for himself is to neutralize his efforts; consequently to enfeeble his powers and quench his interest in the subject, probably to create a distaste for it, to prevent him from learning how to learn—to defeat, in short, all the true ends of education.

When you have told a pupil that the sun is 95 millions of miles from the earth, and the area of Sweden is so many square miles, you have transcended his personal experience. What you have told him is not knowledge to him. You are cramming and not teaching him.

Whatever may be done in the case of these children who are somewhat advanced in their career, who have to some extent learned how to learn, it is most of all important that in the beginning of instruction the teacher should be an adept in the Science and Art of Education. We should do as the Jesuits did in their famous schools, who, when they found a teacher showing real skill and knowledge in teaching the higher classes, promoted him to the charge of the lower.

Is it nothing to a teacher that Plato, Aristotle, Plutarch, Quintillian, in ancient times; Ascham, Rousseau, Comenius, Sturm, Pestalozzi, Jacotot, Froebel, Arnold, Spencer and a host of others, in modern times, have written and worked to show him what education is both in theory and practice?

The true instructor is never contented with the mere collection of materials, however valuable in themselves, but continually seeks to make them subservient to the end he has in view. Education gains its end through instruction. The instruction which ends in itself is not complete education.

Mental Science is applicable to the teaching of Reading and Arithmetic. These elementary arts may be so taught as to become not only "instruction" but "education" to the child; not merely as they are regarded "instruments of education," but education itself.

Every teacher is conscious that he can and does exercise a considerable influence over the moral actions of his pupils. The extent of this influence is generally measured by his own knowledge of human nature; when he fails it is because he forgets or is ignorant of some elementary principle of that nature. A larger acquaintance with the principles on which human beings act—the motives which influence them—the objects at which they commonly aim—the passions, desires, characters, manners, which appear in the world around him—would proportionately increase his influence.

The great object of moral, like that of physical and intellectual education, is to develop force, with a view to the pupil's self-action. Our pupil's character is not one merely for holiday show, but for the daily duties of life—a character which will not be the sport of every wind of doctrine, but one in which nature—moral strength—is firmly embodied. Such a character can only be formed by making the child himself a co-operator in the process of formation.

As the business of the educator consists in training physical, mental and moral forces, he ought to understand the nature of these forces, both in their statical dynamical condition, at rest and in action.

#### THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

#### LANGUAGE LESSONS. III.

Besides the three kinds of complex sentences in the SCHOOL JOURNAL, (p. 167), there are three other kinds that appear with frequency. In (a) the dependent sentence (D. S.) was attached to the subject—performing the office of an adjective. In (b) the D. S. was attached to the predicate—performing the office of an adverb. In (c) the D. S. was connected to the object—performing the office of an adjective.

(d) "The Indian exclaimed, 'I see white man.'" Here the D. S. is the object of the principal sentence.

Indian		exclaimed		I   see man
The				white

(e) "That he brought the sword with him is admitted."

Here the D. S. sentence is made the subject,

That				is admitted.
He   brought sword				
		with him		

(f) "John is not able to tell what he knows." Here the D. S. is attached to a phrase. "What" is the object-complement of the phrase "to tell," and also of the D. S. "he knows."

John		is able		
		not   to, tell		
			he knows	what

(g) "Improving the moments as they fly is called taking time by the forelock."

Improving moments				
		the		
		as		
		they, fly		
			is called	
				taking time
				by forelock.
				the

Here the D. S. attached to a participial phrase is made the subject.

While the above kinds typify the classes of the compound sentence pretty thoroughly, there is a large number of forms in which the relative pronoun appears, and which may need a separate treatment.

The simple sentence was shown to have four varieties, the compound seven, the complex six. In each of these the phrase may appear, and as there are seven or more varieties of the infinitive phrase, four or more of the prepositional, two or more of the participial, two or more of the independent, and two or more of the complex, it will be seen that a great number of sentences will arise from variations in the kind and place of the phrase. But as at bottom there are only three classes of sentences and four classes of phrases, it will not be difficult to master the whole subject if classification is brought to bear. In classifying these sentences, much aid has been derived from a little work published by Mr. D. C. O'Connor, a skillful teacher in Grammar School No. 44, New York city.

#### 1. SIMPLE SENTENCE AND INFINITIVE PHRASE.

He loves to walk.  
They desire to give rewards.  
He comes to study reading and writing.  
To study is pleasant.

#### 2. SIMPLE SENTENCE AND PREPOSITIONAL PHRASE.

He lives for his children.  
He studied in a magnificent, old apartment.

#### 3. SIMPLE SENTENCE AND PARTICIPIAL PHRASE.

Scaling yonder peak, I saw an eagle.  
Having been a teacher, he knew their feelings.

#### 4. SIMPLE SENTENCE AND INDEPENDENT PHRASE.

The cars having left, we went by a coach.  
The boat having left the dock, we returned home.

#### 5. SIMPLE SENTENCE AND COMPLEX PHRASE.

I have no prejudice against the prisoner at the bar.



I returned from Washington by way of Baltimore.

I came home by way of St. Louis and Chicago. The house being built of brick is somewhat damp.

He was punished for being late at school.

The people, deceived by fair promises, voted for Napoleon.

They are engaged in hearing a lecture from a distinguished professor.

The emperor traveled without being recognized.

6. COMPOUND SENTENCE AND INFINITIVE PHRASE.

He needed brains to devise plans, and money to prosecute them.

7. COMPOUND SENTENCE AND PREPOSITIONAL PHRASE.

Shakespeare penetrated the secrets of the human heart, and thus was enabled to write for all men and for all time.

8. COMPOUND SENTENCE AND PARTICIPIAL PHRASE.

Guiding the boat to the wharf, he leaped ashore and ran into the forest.

Plunging into the billows he swam to the shore, and seizing a rope, returned to the boat.

9. COMPOUND SENTENCE AND INDEPENDENT PHRASE.

The story being done, the boys left the room and engaged in play.

The rain being over we returned to the field, and the horses being rested we began to plow again.

10. COMPOUND SENTENCE AND COMPLEX PHRASE.

I have no prejudice against the prisoner at the bar, nor do I desire to do him an injury.

He was cautioned against being a companion of wicked persons and dismissed to his room.

11. COMPLEX SENTENCE AND PREPOSITIONAL PHRASE.

"He who reads in a proper spirit can scarcely read too much."

D. S. an adjective.

He has a place in the hearts of all who love heroism.

Complex S. and complex prepositional P.

12. COMPLEX SENTENCE AND INFINITIVE PHRASE.

—He that you saw at my house hopes to become a lawyer.

D. S. an adjective.

"On a morning dawns upon this earth of ours gratitude should ascend."

Complex S. and complex P.

13. COMPLEX SENTENCE AND PARTICIPIAL PHRASE.

Suspecting the treachery of our guide, we made preparations that inspired us with a feeling of entire security.

D. S. an adjective. Complex S. with participial P. in principal S. and complex In. P. in the D. S.

14. COMPLEX SENTENCE AND INDEPENDENT PHRASE.

The lessons being recited, the pupils that belonged to the upper class were excused.

D. S. an adjective.

15. COMPLEX SENTENCE AND COMPLEX PHRASE.

They that fight for freedom of conscience, undertake the noblest cause.

D. S. an adjective.

When he arrived he made an apology for detaining us so long.

D. S. an adverb.

#### THE RELATIVE PRONOUNS.

The relative pronouns *who*, *whoever*, *what*, *whatever*, *whichever*, *that*, *whom*, *whomever*, appear in complex sentences.

1. By prompting the boy who sat by him he displeased the master.

2. Whoever said so did not tell the truth.

3. It is not what it is supposed to be.

4. Whatever was said, was untimely.

5. Here are rules, by observing which you may avoid many errors.

6. Whichever road you take, you will reach Rome.

7. The nation is torn by feuds that threaten its destruction.

8. Such are the politicians against whom we complained to you.

9. They will appoint whomever the trustees nominate.

All of the above can be readily classified. No. 1 under 13. It is a Complex S. with Participial P. The D. S. is dependent on the objective element of the phrase. No. 2 under Complex S., S. J., page 167; the connection between the sentences is made by using one subject for both, and so for the rest.

For the SCHOOL JOURNAL.

#### QUESTIONS FOR THE SCHOOL-ROOM.

1. What is ivory? Where and how obtained?  
2. Of what use is the elephant's trunk?  
3. What animals can climb trees? What ones can climb high rocks?

4. What young fowls can feed themselves? What cannot? What animals graze? What ones browse?

5. Why can not a duck walk as well as a hen?

6. How does a woodpecker get its food?

7. What insects have two wings? What four?

8. Where are a snail's eyes?

9. What is mother-of-pearl?

10. How is a plant nourished?

11. Why does a plant need leaves?

12. Why is the violet called a modest flower?

13. Why were buttercups so named?

14. What part of the turnip is used? the strawberry-plant? the cabbage? the oak? the mustard?

15. What is the eye of a bean? of a potato?

16. What is the most useful metal?

17. Is water an animal, vegetable, or mineral substance?

18. What are the three forms of matter?

19. How does a liquid change to a solid? a solid to a liquid? a liquid to a gas?

20. Why do we rub our hands when they are cold?

21. By what denomination of weight or measure are the following articles sold?—vinegar, lace, nutmeg, molasses, coffee, hay, coal, flour, apples, grapes, nails?

22. Which is heavier, water or wood? water or sand? Why?

23. Name some substances that are smooth, brittle, elastic, tough, soft, flexible, porous, combustible, inflammable, glossy, transparent.

24. Name some things that roll, rattle, rustle, creak, crackle, murmur, patter, sputter?

25. What is the atmosphere?

26. What is a sea-breeze? a land-breeze?

27. What produces sound in the drum? organ? piano?

28. What is an audiphone?

29. In how many ways can people hear?

30. Why is glass used to fasten telegraph wires to posts?

31. What is a magnet? How may a bar of steel be made a magnet?

32. What heavenly body is nearest the earth?

33. Which planet is nearest the earth?

34. How many worlds the size of ours would the sun make?

35. If Christmas comes one year on Sunday on what day will it come the next? Why?

36. Why do the rivers usually flow by large cities?

37. In what direction, and from where, is the height of a mountain measured?

38. What is lava? For what is pumice stone used?

39. Why were the Pictured Rocks so named?

How CAMPHOR IS MADE IN JAPAN.—After a tree is felled to the earth it is cut up into chips, which are laid in a tub on a large iron pot partially filled with water and placed over a slow fire. Through holes in the bottom of the tub steam slowly rises, and, heating the chips, generates oil and camphor. The tub has a closely-fitting cover. From this cover a bamboo pipe leads to another tub, divided into two compartments, one above the other, the dividing floor being perforated with small holes to allow the water and oil to pass to the lower compartment. The upper compartment is supplied with a straw layer which catches and holds the camphor in crystal as it passes to the cooling process. The camphor is then separated from the straw, packed in wooden tubs, and is ready for the market. The oil is used by the natives for illuminating and other purposes.

For the SCHOOL JOURNAL.

#### A BOTANY LESSON.—NO. I.

Distribute apple-blossoms among the pupils. Ask them to examine them carefully and tell you all they can about them. They will naturally speak of the colored part first. Tell them that is called the corolla, which means crown. Ask if they see any reason for so calling it. Write the word corolla on the board, and ask each to tell something about the corolla of the blossom he holds. Some one will discover that there are five parts to it. Tell them that the parts of the corolla are called petals. Write the word. "See if you can find a corolla that has more than five parts. Bring flowers to-morrow that have only five parts to the corolla. What do you find outside of the corolla? Do you think it would be best to have a name for this green part? Notice the shape of this, and suggest a good name." If no one suggests cup, draw the outline of the calyx on the board and ask them what it is the shape of. Then tell them that it has a name that means cup—*calyx*—the cup that holds the corolla. "What can you tell about the calyx?" It has five parts. "Yes, and are these parts at all like anything else that grows on the tree?" The leaves. "Yes, they are the leaves or sepals of the calyx. Tell me something about the sepals of your flower. Have we found names for all the parts of the flower? What else have you noticed?" Something that looks like threads. "You may call them threads for the present. What else?" The yellow dust. "You may call this *pollen*, which means fine dust. Who has discovered another part to the flower?" Another thread in the center. "This is the *pistil*. Now tear open the flower and tell me what you can find at the bottom of the pistil. A little sack? Did you ever see anything the shape of this sack?" "Yes, an egg. "It is called the *ovary*, ovum means egg, and ovary means a place for eggs. How many have found the ovary? Now take a pin, or a knife, and cut off the top of the ovary and see what you can find." Little seeds. "These are the seeds or eggs of the young apple. If you will notice carefully a number of apple-blossoms, from those that are just opening to those that are falling off, I think you will have something interesting to tell us to-morrow."

For the SCHOOL JOURNAL.

#### PREPARING FOR CLOSING EXERCISES.

By M. G. HALL.

It may seem a little early to begin preparations for the closing exercises of your school, but certain things must be taken into consideration:

1. The pupil's mind should not be taken from his lessons to such a degree that he feels that the last day of school is more important than the other forty weeks.

2. The teacher should not waste his nervous force unnecessarily, but keep his strength for the customary duties of school affairs which become trying in the warm spring days.

3. "Make haste slowly," is a good motto for the teacher at this time. Have full command of your forces, and marshal them quietly and steadily towards the important day. Lay out as much of the necessary work as you can for out-of-school hours. Recitations should be decided upon in ample time, so that at the last moment there need be no stumbling and prompting. Fresh songs and bright should be a feature in the program; and if there is any instrumental music, it should neither be long nor tiresome. Endeavor to make your exercises interesting to your pupils and their friends, and do not allow your own preferences to be uppermost.

A rock easy to founder on is the spirit of show which creeps into almost every school at the closing exercises. Avoid this directly and indirectly, by a talk with your pupils and your own influences. Make the day a bright and happy one for parents and children.

A young teacher, ambitious that her first attempt with a school reception should be a memorable one, spent several days previous to it in decorating the room with the aid of her older scholars. The result



was a set of tired, jaded girls, and an over-tired teacher, to whom the final day was anything but a pleasure.

Flowers and green things have, by all means, on your closing day, but so manage that they do not necessitate weariness and over-exertion. By beginning in time, laying your plans carefully, consulting with your pupils, and accomplishing a little every day, you will get well through that most-trying day to every teacher—"the last day of school."

For the SCHOOL JOURNAL.

#### LESSON ON ALCOHOL AND THE LIVER.

Make a rough drawing of the stomach and liver on the blackboard. Tell the children about the lacteals that lick up the food and carry it into the thoracic duct. Show them from your figure where this duct empties its contents into the liver. When this fluid or blood reaches the liver it is carried by veins that divide and subdivide, into all of its parts until it reaches the minute cells, shaped like honeycomb cells, of which the liver is chiefly composed. Here it meets with many changes. New material is formed out of the substances in it, some of it is taken up and sent by way of the gall back into the intestines to help in changing more food into blood; substances that are injurious or are not needed in supplying the system, are taken out and discharged. Then the blood is again collected into other veins, and passes out of the liver through another channel into the heart, ready to circulate through the body.

A great deal of work is done by the liver; sometimes it is overworked and becomes diseased. Then it refuses to carry away the bile, and the person has a "liver complaint." It no longer cleanses the blood, and the poisons are carried to different parts of the body; sores break because the blood is out of order. Often matter carried into it stays in the cells and causes it to enlarge. This is the case when alcohol is taken into the stomach; it is carried to the liver, where it causes inflammation and often leaves the liver shrunken, hard and knotty; sometimes it causes it to enlarge by filling the cells with fat. The healthy liver weighs from three to four pounds; enlarged ones have been found in drunkards, weighing twenty pounds and more; one weighing fifty pounds was found in a drunkard. In some countries geese are fed with food soaked in alcohol, for the purpose of enlarging their livers for "geese-liver pies." Some people think that beer is healthy because it makes them stout and red-faced, but these are the signs of disease instead of health. Such people are the ones who have strokes of apoplexy, or are taken ill and die very suddenly.

#### A TALK WITH PUPILS.

WHAT A BOY CAN MAKE OF HIMSELF.

From an article in the *Christian Union*, modified.

Grown-up people have already made themselves one thing or another; but the chance of choice is still open to a young man, and a splendid chance it is for every boy, no matter what his surroundings may be. "I never meet a ragged boy in the street without feeling that I may owe him a salute," said President Garfield, "for I know not what possibilities are buttoned up under his coat." A boy may choose to be whatever he prefers—good, bad, or indifferent. If, however, he is a bright boy, with his eyes wide open, of course he will very soon discover that it is much better to be intelligent and educated than to be stupid and ignorant; and that it is desirable to have the regard and respect of others.

He should think about *how* he can make himself what he desires to become. By-and-by, when he has grown older, and is no longer a boy, he will find out that most men would give a good deal to be young again, because they believe they would know how to make themselves just what they desire, if they had the privilege to plan their lives once more. A man usually must think about the present to-day or to-morrow; but a boy can think

about a great many to-morrows and years that are to come.

It is a fortune to go to school—remember, there he can begin to make something of himself by mastering his lessons. A great deal depends upon this achievement, more than a boy has any idea of; for it is frequently the tasks in school that sort out the thoughtful and persevering boys from the careless and lazy. Studying is really the way to learn how to think; and the boy who shirks his lessons is treating his brain the same as he would his arms or legs if he never used them. The lessons, perhaps, are hard at first; but the more a boy persists in learning them, the sooner he will be able to understand them easily. After a while he will be sure to find out that he can do better than he ever believed he could; he will begin to remember everything just when he wants to remember; and, somehow or other, thoughts will "pop" into his head so quickly that he will be surprised and pleased. It will all be the result of the effort he has made; and it leads on month after month, year after year, to making him more and more intelligent. In fact, as a boy progresses in this manner, he can begin to think about acquiring one accomplishment after another, and adding to his information in every way. There is a world of wonders lying around him in every direction; and there is a whole lifetime of happiness awaiting him in the best books that have been written. The earlier he finds this out, the better it will be for him; for a boy who reads much, and reads what has the stamp of genuine worth, is pretty certain to become the right sort of a boy. In books he has the choice of bringing near him the very best of good company. He can be amused and instructed by the gifted storyteller and poet; he may learn from the historian the world's history; he can journey around the globe with the great travelers and explorers and see, with their eyes, foreign countries. Indeed, by merely wishing it, he may transport himself whither he desires, and pass the idle hour, the rainy day, or the lonesome evening, in the pleasant society of the wisest or the noblest, with heroes and the great, or in the midst of stirring and fascinating scenes,—thinking the thoughts of famous authors when in their best moods.

It is worth while to be a boy just for the opportunity of reading some books the first time. There is that immortal book "Pilgrim's Progress," for instance, which one might be glad to come across fresh and new. It would be a great pleasure, also, to discover the "Faery Queen" over again, and to take a wondering peep into a certain old edition of "Arabian Nights" that had been edited for young readers. Then there is "Robinson Crusoe," one of the most fascinating of stories, which any one would like to meet as a new acquaintance; "Paul and Virginia," "The Wonder Book" and "Tanglewood Tales," "Tales from Shakespeare," by Charles and Mary Lamb; "School Days at Rugby," "The Child's History of England," by Charles Dickens; "Ivanhoe," by Sir Walter Scott; "The Talisman," Jules Verne's and Du Chailu's stories; "The Boy Travelers in the Far East," by Thomas W. Knox; "What Mr. Darwin Saw," a record of the celebrated naturalist's voyage round the world; "Zig-zag Journeys in Europe," by H. Butterworth; "The Young Folk's History of the United States," by T. W. Higginson; "The Boy's Froissart," by Sidney Lanier; and various other books.

The growth of his intellect, however, is not all, by any means, that a first-rate boy will care to think about, nor is it all that goes to the making of the best kind of a man. He will want to enjoy himself in active, healthy out-door sports and amusements; and it is right that he should. To have good health and feel the very elixir of life coursing in the blood, a boy must have plenty of fresh air and sunshine; and if God has blessed him with a sound body, he should always and ever made it his first duty to take care of it. "To be perfectly healthy is never to be aware of it," somebody has said; and that is just the condition in which a boy should try to keep himself. When he awakes in the morning he ought to feel fresh and bright, and be able to hail each day as a new op-

portunity for the renewal of happiness. Indeed, if a healthy boy keeps himself free from all bad habits this is just about the way he usually will feel. It will make no especial difference to him whether it rains or shines, for he will have resources within himself that he can always depend on, to help make the day pass delightfully. There is no boy who is so independent of the mere accidents of life as the boy who has made friends of his books. Wherever he is, and in whatever circumstances he is placed, he has his kingdom within himself,—a wealth of gathered treasures from many fields, the thoughts and knowledge of many minds. These will abide with him and be his companionship and consolation in many an hour of loneliness and sorrow. The friendship of good, pure books is an abiding friendship; it cannot be shaken by accident or change.

In the company of his companions a boy should seek to make himself popular through his genuine manliness, by his good temper, and, in short, by being able to make his society enjoyable. A boy who is respected and esteemed by all with whom he associates will be very likely to be respected and esteemed when he is a man. He should endeavor to be beloved by everybody and to make friends wherever he goes. This is one of the chief things he can think about every day of his life. No success that he may ever have in years to come will give him more happiness than the sure possession of many friends. The world is a small, lonely place without them, no matter how great one's wealth or power may be. Every boy should take care to appreciate the kindness, the nobleness, the tender sympathy, that is everywhere about him, and strive to make his own heart large enough to contribute generously to this human feeling.

For the SCHOOL JOURNAL.

#### GLYCERINE.

FOR TOPICAL EXERCISE.

Glycerine is a sweet syrup, colorless, odorless and transparent. It mixes freely with water, taking it from the air; it is soluble in alcohol, and dissolves all salts that are soluble in water; it is inflammable, and does not ferment or become rancid by exposure to the air. If heated to 600 deg. F., it is decomposed, being converted into acetic and inflammable gases. It is obtained from animal and vegetable oils by a process something like that of soap making. Oil, usually olive oil, is mixed with oxide of lead, which absorbs the acids in the oil, leaving the glycerine. Boiling water is added to absorb the glycerine, and is then decanted. Sulphuretted hydrogen is thrown in to precipitate any lead that may remain, and it is then filtered. The water is evaporated by heating it to 212 deg., and the glycerine remains. There are other methods of preparing it. It is sometimes obtained from the "mother liquor" in soap factories.

Glycerine, mixed with nitric acid is very explosive, and hence is used extensively in the manufacture of dynamite, dualline, and other explosive substances; more than 20,000 cwt. of glycerine is used yearly in the manufacture of beer; it is much used by chemists and photographers; it is used in calico printing, in the preparation of leather, in copying ink, and as a substitute for oil in delicate machinery. Its affinity for water makes it especially valuable as a substitute for alcohol in the preservation of anatomical specimens; also, to preserve meat, fruit, candies, medicine, mustard and tobacco; to prevent shrinkage of wooden vessels; to make paper elastic, and for various medicinal purposes. It is used in the case of wounds, burns, the bites of venomous insects and throat diseases; it is used in ointments, in soaps, and in various toilet articles; it is good for chapped hands and lips, as it absorbs watery vapor from the air, and so keeps the skin moist, but it should not be put on the dry skin without being first diluted, as it will draw moisture from the skin and cause irritation.

In London the policemen are not allowed to carry revolvers lest they should be tempted to use them too carelessly. A recent and somewhat protracted discussion of the question of arming the police has ended in providing for them no more formidable weapon than a new and improved whistle.



## FOR THE SCHOLARS.

## AT HOME ON THE FARM.

## FOR RECITATION.

"BOB WHITE."

Whose voice is that that wakes me from sleep  
As soon as the day begins to peep—  
Now under the wall and now in the hay,  
Now in the meadow piping away?

Why, that's "Bob White."

He seems as fond of his common name  
As humans who have attained to fame;  
But he isn't conceited, not a mite,  
Though he wakes us up before 'tis light,  
To call "Bob White."

Our Robert has just two notes, that's all;  
But many a bird might envy his call,  
So rich and full, so joyous and free;  
For a matin singer there's none to me  
Like dear "Bob White."

"Wake up?" we hear from among the sheaves;  
"There is work to do, and old Time leaves  
The laggard and lazy on the way;  
The best time for work is this very day,  
And I'm 'Bob White.'"

Let me give you a warning, Robert dear—  
A man with a gun is drawing near;  
He wants a quail to put on his toast,  
Or else a nice tit-bit for a roast!

Fly away, Bob White!

Ha! ha! he's off! and the gun goes down,  
You think yourself smart, my man from town;  
But your toast will wait and your oven cool,  
I know one bird that's not a fool,  
And that's "Bob White."

## PUSH.

## FOR DECLAMATION.

We frequently see at the entrance of a building the word "Push" on the door. It means that if you want to enter you must push the door open; you are not to ring a bell and wait till some one comes to let you in. You must push your way in. That is the word that is on the door of the house of Success. If you would have success in anything you must push your way to it. Look at the successful business man. We all admire him. He is of importance in the world. He has something to do and he does it. If things get in his way, he pushes them out. If the market is dull and his business comes to a standstill, he pushes it along. He doesn't wait for Luck to come along and give him a lift. She doesn't usually give lifts to those who stand back waiting for her; she helps those who help themselves. Boys, if you have a hard lesson to learn, don't sit back and wait for some one to come along and help you; if you do, you'll find the next one just as hard, but push your way through it. Every push you give makes you stronger to push again. If you want to occupy an honorable place in the world you must push your way to it—then you can look back over your life with a feeling of satisfaction.

## GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercise, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

RESPECT for ourselves guides our morals, deference to others governs our manners.

SEEK not to make your gain out of what will be another's loss.

No matter how selfish a man may be, he despises selfishness in others.

BEFORE speaking ill of any one, ask yourself: Is it kind? Is it true? Is it necessary?

THERE is nothing so kindly as kindness.  
And nothing so royal as truth.—ALICE CAREY.

If evil be said of thee, and if it be true, correct thyself; if it be a lie, laugh at it.—EPICETUS.

HAVE more than thou showest,  
Speak less than thou knowest.  
—SHAKESPEARE.

I DARE do all that becomes a man,  
Who dares do more, is none.  
—SHAKESPEARE.

'Tis the mind that makes the body rich.—SHAKESPEARE.

It is well to think well. It is divine to act well.—HORACE MANN.

THE pleasantest things in the world are pleasant thoughts, and the great art in life is to have as many of them as possible.—BOVER.

If there is any great and good thing in store for you, it will not come at the first or second call. "Steep and craggy," said Porphyry, "is the path of the gods."—From Culture.

## WHAT CONGRESS IS DOING.

The Senate passed a bill for the sale of the Iowa Indian reservation in Nebraska and Kansas; amended and passed the pleuro-pneumonia bill; passed a resolution appropriating \$35,000 for the ceremonies of the Washington Monument dedication; and spent much time upon the Shipping bill.

The House has been almost entirely occupied with the Tariff bill, attending only to a few pension bills and contested elections.

## NEWS OF THE WEEK.

April 28.—The bill to submit a prohibitory amendment to the people of N. Y. State was defeated in the Assembly by two votes.

April 20.—Princess Victoria of Hesse and Prince Louis of Battenburg were married at Darmstadt.

May 1.—The *Thetis*, flag-ship of the Greeley Expedition, started from New York.

May 2.—Forests in Pennsylvania and Southern New York are on fire.

May 3.—The fires continue to rage; great destruction has been caused.

May 4.—The steamer *State of Florida* is missing; two of her boats have been picked up. It is believed her passengers were rescued by a passing vessel. Later: Vessel lost with 135 souls.

May 5.—Trouble has arisen between France and Morocco, because the latter country refused to dismiss the Governor of Weyman upon demand of French representatives.

## INTERESTING FACTS.

A LINE of railway cars, to be drawn by camels, will shortly constitute one of the peculiar features of travel and transportation in Central Asia.

THE papyrus collection recently purchased by the Archduke Renier, is being examined at Vienna. Two of them date from the beginning of the Christian era. Then comes a fragment of Thucydides, which was written at the end of the third century after Christ.

FOUR drawings by Turner were sold recently at auction in London. They form a part of the Richmondshire series, which was engraved and published about 1823. One of them brought 1,100 guineas, another 630 guineas, another 590 guineas, and the fourth 820 guineas.

SOUTHEY'S "Cataract of Lodore" is said to be the most difficult poem in the English language to memorize. One man, in an hour and a half, learned it so well that he can recite it backward or forward, give any line that is asked for or give the number of any line that is read.

A CURIOUS fete is to be held at Pompeii at the beginning of May. There will be circus games, chariot races, and a number of shops will be decked out as they would have appeared 1,800 years ago. There will be a marriage and a funeral, with their respective rites, gladiatorial games and a gladiator fete.

LORD LINDSAY found in one of the pyramids of Egypt a mummy which proved by its hieroglyphics to be at least two thousand years old. In one of its closed hands was a tuberous or bulbous root, which he took from the mummy's hand, and planted in a moist, sunny soil. In the course of a few weeks the root burst forth, grew, and bloomed into a most beautiful dahlia.

THE prevalent idea that the interior of Madagascar is clothed with immense forests has been proved to be erroneous. The whole eastern part of the island is covered with a tract of highlands, extending over some two-thirds of it. These hills rise to a height of 7,000 feet or 8,000 feet, and are intersected by narrow glens and dried-up lake beds. They are bare of trees, and for the most part covered with coarse herbage. The western part of the island is a plain, covered with grass or tufts of trees. A belt of timber encircles the whole island near the coast, and trees and grasses fringe the shores. The water-courses which traverse the plain take their rise near the eastern side of the island.

THE yield of gold in the new gold mine at Cœur d'Alène is said to be extraordinary. One miner who a few weeks ago was too poor to buy his own outfit has taken out \$5,000 worth from a place six feet square. Another has sold a quarter of his claim of five acres for

\$10,000 cash. A miner at Rathdrum has sent \$1,200 in gold to the U. S. Mint. He showed three nuggets worth \$167. The merchants at Spokane Falls have taken in \$40,000 from the mines in exchange for supplies. A few of the places are working, but on most of them there are from two to twenty feet of snow. The snow, however, is melting rapidly, and the miners who are working take out \$40 a day per man. There are 5,000 men in the mines, and their claims cannot be bought. Many sit with gun in hand watching their claims. People are flocking into the mining region at the rate of one hundred a day. At Thompson's Falls over one hundred buildings have been erected in the last two weeks.

LIFE IN JAPAN.—Every one, rich and poor, in Japan takes a dip at least once a day in a caldron of hot water. The rich bathe before dinner and at bedtime. The whole household dip in the same hot water. A bath, unless at a thermal spring, is only an immersion. Precedence is given to the elders, when there are no visitors, then to the young people, according to their age, next to the maid servants, and lastly to the women. Prefatory ablutions of feet and hands are performed in basins, and on getting out of the caldron each bather gargles mouth and throat with cold aromatized water. Hunchbacks and deformed persons are almost unknown. Where there are roads people travel in jinrikas. Where there are none they are carried in norimons, a sort of Chinese chair borne by two, three, or four men, who are strong as horses. When the ground is flat or down hill there are two, or two before and one behind. These bearers are mostly disbanded soldiers; but they are not allowed to wear their old military costumes or swords. To prevent sword-wearing and its probable consequences, the Mikado ordered civil servants to don European costumes, which are imported here by Jew agents of the Paris and London hand-me-down store.

CHINESE ALMANACS.—All the Chinese almanacs are printed in Peking. On a certain day appointed for the ceremony, which takes place in the capital, the mandarins (high imperial official) repair early in the morning to the palace, and the members of the board, arrayed in their state dresses, proceed to their hall to escort the books, which are carried in procession to the imperial palace. Those intended for the Emperor, the Empress, and the queens are bound in yellow satin and inclosed in bags of cloth of gold. The books for the princes are bound in red satin, and are inclosed in bags of silver cloth. On arriving at the palace the golden bags are laid on the tables, covered with yellow damask, and the members of the tribunal, having first prostrated themselves, deliver them to the proper officers, who receive them kneeling, and carry them with great ceremony to the foot of the throne. The silver bags are sent in a similar manner to all the princes of the royal family, after which the ministers and other great officers of state present themselves in turn and kneel with reverence to receive their almanacs, which are regarded as gifts from the Emperor. The books for the people are sent into every province of the empire. The people are then allowed to purchase their almanacs, the sale of which adds yearly thousands of dollars to the revenue.

ICE CAVERNS.—In many countries there are caverns where ice is continually forming. One of the most remarkable of these is that of Dobschan in Hungary. The cave is divided into two parts, upper and lower. In the upper part the roof is of limestone, and the floor of solid ice, and it is divided into two great halls of wondrous beauty. The roof of the largest hall is supported by three enormous pillars of clear ice, one of which is hollow, and through which flows a stream from above, producing strange reverberations. All about are fantastic forms of ice resembling human beings, pulpits, monuments and so on, giving to the cave a most grotesque appearance. In one end the ice forms an exact representation of a large cascade as if a running stream with its spray had suddenly been frozen solid. On the peak of Teneriffe an ice cavern exists that affords a permanent source of supply, and vessels are loaded with its ice. Near the village of Stelitze, in the Carpathian mountains, there is one of the largest caverns in the world, and, curiously enough, it freezes in the summer and melts in the winter. Near Ellenville, New York, are numerous ice caves.

The heaven of modern thought is working here. Supt. Elliott has made use of "Living Epistles" in his institute, in the persons of Prof. J. C. Trainer, one of the best posted men on the New Education in the State, and Miss Clara Wakefield, a fitting helper. Dr. Neil gave a good object lesson, an opportunity to study the actions of the heart in a living animal.



## EDUCATIONAL NOTES.

## NEW YORK CITY.

Miss O'Keefe, the teacher in the Children's Aid Society who was arrested for whipping a child, has been unduly censured in many of the local papers. The Judge, after hearing both sides, rebuked the mother of the child for aiding and abetting her child in rebellion against a teacher in a school that supplied her with food and clothing and education, when the teacher was trying to teach her obedience. To Miss O'Keefe he said "The girl deserved punishment, though it may have been too severe. Your case will have to be referred to the Special Sessions. I do not know what they will do, but if I were them I should discharge you."

## ELSEWHERE.

KANSAS.—The Indian School at Lawrence will be ready to open July 1. 400 Indian boys are expected to take a course of industrial training.

VASSAR.—Examinations for admission to Vassar College will be held in Chicago, Cincinnati, and St. Louis during the first week in June.

MARTHA'S VINEYARD.—Prof. H. H. Straight, of Cook Co. Normal School, has charge of the Department of Pedagogy, the object of which is to furnish to superintendents, Kindergarten, and teachers generally, opportunities of studying psychology and its application to education, and the best methods of teaching the common branches based upon their relation to the child's mind. There will also be a course of instruction in the workshop and laboratory, teaching construction and use of simple physical and chemical apparatus, also the making of blocks, geometrical forms, rules, compasses, etc., for use in schools.

EXCURSIONS.—To Niagara Falls. To the Dells of the Wisconsin. To Lake Superior, Yellowstone Park, Portland, Oregon, Alaska, California, Colorado, Utah, etc. Those who think of visiting the Yellowstone should address W. D. Parker, River Falls, Wis.; Portland, W. A. Mowry, Providence, R. I.; Alaska, Rev. Sheldon Jackson, Washington, D. C.; California, Rev. A. E. Winship, Boston, Mass.; Colorado, Supt. A. Gove, Denver, Colorado.

Those in New York State who wish tickets should address N. A. Calkins, N. Y. City. In New Jersey, W. A. Barringer, Newark.

Those who wish the *Bulletin* giving full information, should address T. W. Bicknell, Boston, Mass.

IND.—Forty Indian children from nearly every important tribe in the Northwest have recently reached White's Institute, a normal labor educational institution of the Quakers situated near Wabash, Ind. Thirty-seven were placed in the school last year.—Arbor Day was observed by the Rough and Ready school in a way long to be remembered by the pupils. The program consisted of appropriate essays, poems, aphorisms, and the reading of the addresses of Gov. Porter and Supt. Holcombe, prepared especially for Arbor Day celebrations. Supt. Elson was present and gave an address suited to the occasion. The "tree-talking," however, was not more enthusiastic than was the "tree-planting," in which patrons, pupils and teacher participated. Three memorial trees were planted in an impressive manner—two to the memories of former pupils, and one to the memory of a former teacher.

CHICAGO.—Much indignation is felt at the action of the Finance Committee of the Common Council in refusing the Board of Education sufficient funds to carry on the schools. There are in the city 18,000 children who are deprived of attending school a full day on account of lack of room. 5,000 have actually been refused admittance to the public schools; 12,000 are going to school in basements. At least 35 new buildings are needed, and the City Council are endeavoring to cut down the appropriation from \$350,000 to \$325,000, in the interests, it is alleged, of sectarian schools. A mass meeting of the citizens was held recently in the Town Hall, and resolutions expressing disapprobation of the action of the Council were passed. In addressing the meeting Pres. Salter, of the Chicago Ethical Society, said, "The County Commissioners have said that Col. Parker was chimerical, that the Normal School cost too much, and should be done away with. I say better do away with the ignorant County Commissioners."

PATERSON, N. J.—Shakespeare's birthday was celebrated by School No. 4 in an original way. The following is the program arranged by the Principal, W. H. Barry: Song; sketch of Shakespeare's life; outline of

King Henry VIII.; quotations from Henry VIII., Mrs. Garrabrant's class; "Wander Staff," chorus, scholars; sketch of the play of "As You Like It"; quotations from the same, Miss Atkinson's class; sketch of the play of "Julius Caesar"; quotations from the same, Miss Neer's class; sketch of the play of "Romeo and Juliet"; quotations from the same, Miss Condit's class; "Ring the Bells," chorus, school; sketch of "King Lear"; quotations from same, Miss Meegan's class; sketch of "Othello"; quotations from same, Miss Kelley's class; music, "The Bright Waves are Dancing," school; sketch of "Merchant of Venice"; quotations from same, Miss Holbert's class; sketch of "Midsummer Night's Dream"; quotations from the same, Miss Kain's class; music, "Cradle Song," scholars; sketch of "Hamlet"; quotations from same, Miss Reynolds' class. In making preparation for the exercises the teacher read a sketch of the play to her scholars, and they reproduced it. The best was selected to be read.

## NEW YORK STATE.—THE SARATOGA SUMMER SCHOOL.

—Among the various Summer Institutes the Saratoga Summer School has attracted considerable attention, as a promoter of new ideas and new methods of teaching. There were in attendance last year teachers of public schools, high schools, private schools, and colleges from the Southern, Eastern, and Middle States. The founders of this Summer School followed the meetings of the American Institute of Instruction for several years, until they concluded last year to establish permanently the Summer School at Saratoga Springs. Mr. Church, the Superintendent of Public Schools, welcomed the students with hearty words. Rev. W. R. Travers, President of Leland University, remarked that no place of which he knew could offer to a teacher who had been hard working during the year such exceedingly favorable conditions for health and strength as Saratoga Springs. Any teacher could live here with moderate terms in these numerous and beautiful side streets as quietly and retired, and could enjoy rest and recreation as well as in one of the most retired New England villages; yet he would encourage the teacher to mingle sometimes with the people of the great hotels, and to study and observe life, because any one should know life whose duty it was to prepare young people for life. The session will open this year July 7 and continue six weeks. The department of the French and German languages is conducted on the same excellent principles that have made Stern's School of Languages so successful in New York City. This school has been strongly founded in the Metropolis, and the Professors Stern will give the results of their long experience and skill to the Summer School at Saratoga. It has a department of Elocution that attracted deserved attention.

BROOKLYN.—During the past year a large amount of practical work has been done for the teachers and schools of Brooklyn. The schools of the city have been divided into five sections and the teachers of the several sections called together each month. A subject relating to the work of the school-room has been presented in a brief paper or by an illustrative class exercise. Discussion followed; questions were asked and answered, and the result has been great good to the school. At a recent meeting of one of the sections the subject of reading was presented by Mr. Seth T. Stewart, Principal of P. S. No. 13. A class of pupils of the third grammar grade was called before him. Each pupil had his reader, slate and pencil, and dictionary. During the first ten minutes he made, with the class, a study of the selection to be read. The object of this part of the exercise was to get the thought of the author. The style of the selection was determined, difficult words were defined, and some instruction given in regard to the author and the circumstances under which he wrote. A brief exercise in voice culture followed. Some of the vowel sounds were given; the position of the body, and the correct use of the organs of speech and of the voice illustrated. The class was then divided into two sections. The members of the first section were severally called upon to read aloud, while those of the other section were engaged in copying, in their own language, the thought of the author. The oral reading was criticized by teacher and scholars! The effect of emphasis upon different words in the same sentence was shown, and various other points of interest discussed. The slates of the second section were then collected and a few of them criticised and marked by the teacher. Errors in spelling, capital letters, paragraphing, punctuation, etc., were pointed out. During the last ten minutes the class listened to the reading of the productions written upon the slates. There were nearly one hundred teachers present, and each one felt that she had learned something that would be of immediate and practical use to her.

## LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. Mathematical puzzles are not desirable.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

It is now more than a quarter of a century since we first met in the Normal School at Albany, then the largest and finest school for teachers in the world. Although its noble founder, the immortal Page, was dead, the school was in splendid condition; Cochran was principal, Davies taught mathematics, Orton natural science, Jewell English literature, and you pedagogics as head of the experimental department. The experimental school was there, the model school of the State. In all my wide and varied experience I have never seen such handsome boys and girls as were in that school in those days; they were, to use a familiar phrase, "the cream of Albany." I had just arrived in Albany. We had been examined, classified, organized into classes, when we were requested by Prof. Cochran to return after dinner for a lecture from Prof. Kellogg. It was our first meeting as a class. We represented different parts of the State—the mountains of Essex, the islands of St. Lawrence, the falls of Niagara, the lakes of Chautauque, the glens of Schuyler and the highlands of Putnam.

Your lecture was devoted to suggestions to us as new comers to the city, and abounded with valuable and practical hints. You speak to a larger audience now, but not to one more attentive than that was.

How the years have flown! That band of young men have been doing devoted service in the school-room in all parts of the world. I have been in the schools of this great metropolis for many years. And as you are always intensely practical I will detail an effort made to study trees. Central Park offers excellent facilities for such an attempt. I organized last summer a "Dendrological Society" or tree club, the object of which was to learn the names of as many trees in Central Park as possible. The members were mostly pupils from the public schools. We met at Bow Bridge and after two hours' arboreal studies in the Ramble brought up at the music stand. I was not a little surprised to find that girls who could readily analyze the most complex sentence did not know a Lombardy poplar from a Babylonian willow, and boys who could locate a hundred lakes from Moosetockmaguntic to Tangayika could not tell an oak from an ash, a linden from a larch. It was pleasant to see with what ease the juvenile members of the club learned to distinguish not only the catalpa from the paulownia, the stately tulip from the spotted sycamore, the curious cirrus from the exquisite jinkio, the superb magnolia from the odorous olive, and the twenty species of oak from an almost equal number of maple. Not only is this a pleasing study, but from years of experience I am confident that none is better calculated to develop the perceptive faculties, cultivate habits of observation, strengthen the memory and improve the taste than this branch of the delightful study of botany.

G. B. HENDRICKSON.

New York, April 25, 1884.

(1) Our County Superintendent thinks a teacher who attempted to use Quincy Methods in this county would be unable to withstand the opposition of ignorant parents. Are there not some teachers who have tried such an experiment and who will give us the benefit of their experience?

(2) How would you train scholars to study without noise of lips?

(3) I can find no way to get scholars rid of bad habits of holding the pen. They persist in spite of all rewards or punishments.

E. C. B.

(1) Certainly, thousands of them. Make friendly calls upon parents, tell them you propose to improve the school; ask their co-operation. Parents have a right to feel that the people to whom they entrust the education of their children know what they are about. Visit them, and above all, use common sense. Be sure to enlist the children; the children govern their parents, you know. (2) This is a bad habit; some teachers encourage it, thinking that the pupils learn more when they study hard! A little tact will overcome it. Remember it is a habit, not wickedness. (1) Ask them to study five minutes silently; praise them. (2) Make up a list of those who do not study with their lips; praise these and encourage the rest. (3) This is much like the last. Show them how to hold the pen. Let all that can hold the pen so raise their hands. Let them write for five minutes. Then strike the bell for stopping. Get ready and start off for five minutes more, and so on.—Ed.]

Please give us your "series of plain talks on psychology" if possible. I have been greatly interested in the subject for many years, and have no doubt it would touch the "quickened spot" with many of your readers.

LUCY A. YENDRS.

[It has been proposed to do this again and again, but the pressure of other duties proved greater, and latterly ill-health from over-work, has precluded the consideration of this important subject. The usual treatise on Mental Philosophy is not the thing that is needed by teachers, and the want is still unsupplied. However, several treatises are in preparation.—Ed.]

I want a work on aims, methods, and means of teaching geography. Can you recommend one? G. A. R.  
[A good question and not easily answered. Let our subscribers reply.—Ed.]



## EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

## THE KENBRIDGE DUNCES.

BY WOLSTAN DIXEY.

"Now, John Faxon, what is the office of the numerator?"

This was an old and familiar question, but none the less a standing terror to the class, who never could recall at the opportune moment whether the numerator was above the line or below it, nor, for their life, remember that its "office" was "to indicate the number of parts taken." John Faxon had for many days grappled with a vague apprehension that the numerator had an office somewhere; hard experience had made him sure of this; yet the idea was extremely dim to his perception. He had tried to picture the dreaded term in a personal capacity, and always in intimate relation to an "office." Now he imagined the Numerator as a tall, thin clerk in a linen duster, standing at a desk and adding interminable columns of figures; again he conceived him a portly merchant with bald head, thrown back in an easy-chair and heels resting on the mantel over his counting-room fire. He had tried to assure himself that the Numerator's office was always up-stairs, quite contrary to the office of the Denominator, which was on the floor below.

By this rashly hypothetical arrangement, John Faxon had nearly succeeded during the earlier stages of bewilderment, in keeping fixedly in mind the normal position of the common fraction; but at a later day when the mysterious process of "inverting" was reached, it turned his imaginary house up-side down at one fell stroke. He had habitually thought of the Denominator as keeping a grocery store—perhaps because his father kept one—and he could not reconcile with his sense of the fitness of things the idea of a grocery store on the second floor; so recognizing the uncertainty of all earthly speculations, he abandoned forever the futile attempt to keep a vulgar fraction in a proper and genteel attitude.

He did not answer the question immediately, and Miss Hewitt said, "Sit down; you're a dunce!" The question was passed along until six boys had given as many startling guesses, and the seventh had looked at his arithmetic under the desk, and come off victorious.

"You're all dunces!" said Miss Hewitt, who was going to be married the next week, and found the last few days of "school-keeping" terrible drudgery.

What the school would do for a teacher after her departure was not definitely decided, but it was thought there would be no trouble in persuading old Mr. Rathbone to take it for a few days. "Of course he ain't very smart," said one of the Board, "but I guess he'll do for a spell till somebody turns up."

Mr. Rathbone was a mild old man; that was the first impression of him, for his mildness seemed to shine in the wrinkles of his face and radiate from his thin white hair; and the blue of his eyes seemed like the reflection of some May-morning sky that he had known in childhood. Not such a very old man perhaps; but he had the air of a survivor and seemed to be of a past generation; his mother had died only a few years ago, shortly before that his wife, and now within a year his daughter, an only child. Since then he had kept house alone, in a room back of his little shoe-store, where the poorer people of Kenbridge came to get shod and trusted.

So mildly trustful was Mr. Rathbone, and so forbearing with his debtors, that his business standing became as hopelessly run down at the heel as the worst of the wretched shoes continually brought him for repair. He did not seem to be in the least ruffled by the course of his affairs, accepting the dullness of trade, the delinquencies of his debtors, and the prompt inclemency of his creditors, with the same mild acquiescence that he had shown in bereavement. He had a few books; and early callers often found him in the little back-room reading and breakfasting together, dipping a dough-

nut in his coffee with one hand as he turned a leaf of his Bible with the other. He had only half a dozen books, but he read them continually.

He took long walks over the fields late in the summer afternoons, when the sunlight fell broadly slanting across the village; and later in the evening, passers by his store heard the sound of his harp; Mr. Rathbone had a harp.

When the Board asked Mr. Rathbone to take the school for a while, he consented without a minute's hesitancy. It seemed a part of that same mysterious dispensation at which he had never for an instant demurred.

The Kenbridge dunces were not sure whether to consider it a joke on the part of the Board or a mistake of Providence; they certainly contemplated the change in a spirit far from reverential. On a Saturday night Miss Hewitt bade them all good-bye, forgave their shortcomings, and offered them much good advice, which they forgot in one moment from the time it was uttered.

Monday morning Mr. Rathbone took his seat behind the desk. There was an unusually full attendance "to see the show," as one of the bad boys expressed it. But there were not many bad boys in the school; they were "all dunces," as Miss Hewitt had said. John Faxon had a shade of anxiety on his brow, regarding the establishment of the Numerator. Willie Trollope, to whom the subjunctive mood had always been a dangerous channel, waited with some concern to see if "Grammar" came first, as it used to with Miss Hewitt; but it didn't.

"Let's begin by saying 'Our Father,'" said Mr. Rathbone. "I will say it, and I would like to have any of the boys join me, that want to." He repeated the prayer slowly, and several of the dunces joined him. Then he leaned over the desk and spoke to John Faxon, who sat in front.

"Johnnie, can you play tunes on your fiddle?" Johnnie acknowledged that he could, though he hardly saw the relevancy of the question.

"Well, won't you please run home and get it? It won't take but a minute or two. I want you to play us a tune." While Johnnie was gone, Mr. Rathbone said to Willie Trollope:

"Willie, what is your favorite tune?" Willie said "America." Five others that were asked agreed with him, although several preferred "Suwanee River," "Old Black Cat," and "Robinson Crusoe." Johnnie could play all of these on his violin; and, after first rendering them as solos, the school came in vigorously and sang, with more or less regard to time and tune, for half an hour. Charlie Maguinness, who was known to have a leaning toward negro Minstrelsy and other dark practices, was heard to remark privately, in an interval of the singing, that it was "bully," which, in schoolboy parlance, signifies good.

"Now, why won't you bring your fiddle every morning, Johnnie," said Mr. Rathbone, "so we can begin with singing, and learn some new tunes!"

Johnnie, who had utterly forgotten the existence of the Numerator, declared he would, with an exuberance of delight that kept breaking out over his face during the remainder of the day. Charlie Maguinness's hand was seen waving and violently flapping in the air.

"What is it, Charlie?" said Mr. Rathbone.

"I got a banjo!"

"I would like to have you bring it; you can sing some negro songs, can't you Charlie?"

Charlie was not troubled with diffidence, and affirmed that he could sing "shucks of 'em," a figurative expression intended to convey the idea of an over-abundant supply.

Just at this moment there was a sudden jump and scramble in the back part of the room, caused by the escape of a squirrel that Jeff. Ruskin had brought in his pocket. Jeff. had been so startled at the novelty of the morning's program thus far that he had forgotten to hold on to his pocket, and the squirrel was now running about the floor. It would have been an impossibility for any but Jeff. to recapture him, but he, by a quick movement and a coaxing word, had him back in his pocket in spite of the general scramble.

"Let me see him, Jeff.," said Mr. Rathbone, and

Jeff. reluctantly brought him to the desk. "Boys, come and look at him," said the teacher; "see how his eyes shine! You don't mind if I stroke him!"

"Yes, sir—no, sir," said Jeff., holding him out. Mr. Rathbone stroked the little animal affectionately, and asked questions that Jeff. answered proudly, for he was an authority on squirrels, and indeed on any animal to be found near Kenbridge. He answered all Mr. Rathbone's questions, and those of the boys, who crowded around and surprised themselves by talking out loud in school. In a few minutes Jeff. had given a very practical natural-history lecture without knowing it. Willie Trollope had forgotten the subjunctive mood, and was saying to himself, "How I'd like to draw him!" at just the instant when Mr. Rathbone said, "Willie, can't you make a picture of him on the board? Now, boys, please sit down; I hope we shall remember all about squirrels. Please take your pens and ink and write down what Jeff. has been telling us. Arthur, do you think you remember everything he said?" Arthur thought he did; and in the meanwhile Willie had progressed with his picture. Jeff. held up the squirrel, and pointed out mistakes.

"Boys," said Mr. Rathbone, "let's wait a little until Willie finishes the picture, then we will have that to help us." When it was finished the boys began to write. Willie was asked to sit down at a double desk near the window and make a pencil drawing, and write a description to go with it. And Jeff, too, wrote his description. It was surprising what memories those dunces had, regarding that squirrel. Arthur Taylor's description was finished first, and Jeff thought it "sounded the best"; although several of the others were "all correct enough." Arthur was one of the dunces, but, to use his own phrase, he liked "to write about things"; and this squirrel was a thing he had written about with remarkable felicity—for a dunce.

As Walter Kelly showed the best penmanship, Mr. Rathbone asked Jeff if he didn't think it a good plan for Walter to write Arthur's description on the board under Willie's picture. Jeff thought it an excellent idea, so did the other boys, and it was done.

It would take a long time to give a narrative, in detail, of the proceedings had on account of that insignificant squirrel, but they occupied the whole day, and extended into several succeeding days, and during their course, the services of many of the dunces were variously called into requisition.

Jeff. Ruskin was pleased at Mr. Rathbone's suggestion of a cage in the school-room for his pet, and another dunce, who had a remarkable knack with tools, was equally pleased to construct the cage.

Within a few days some queer customs arose, following Mr. Rathbone's gentle guidance. There was a regular musical season in the morning, under the harmonious co-leadership of Johnnie Faxon and Charlie Maguinness; the teacher, too, often playing with them on his harp. Jeff. Ruskin gave little talks about his discoveries in the woods, bringing in plants, flowers, and strange pets, all of which were questioned, inspected, written about, pictured on slates and paper, and finally drawn on the board with colored crayons and the best description finely written underneath. Many of the originals found a permanent home in or about the school, and a number of the scholars made second and third drawings from "life," with new and amended descriptions. Mr. Rathbone would often relate some of the wild stirring romances of history, whose thrilling episodes put jaundice-colored literature to the blush. In a quiet way he told these stories, and in such a subdued voice that the boys all came crowding forward to hear, leaning over each other's shoulders, taking in the story with both mouth and ears, utterly oblivious of all the world beside.

"Let us write it down so we shall remember," said Mr. Rathbone, and they always did; also the stories that Arthur Taylor used to tell—"made up out of his own head"—but the dunces were not always satisfied with these, and were encouraged to "make a different story of it" when they chose. They soon overcame their first aversion to pen and ink, and it seemed the natural method of "putting an idea in shape," as Arthur phrased it.



But alas the Numerator! and alack the Subjunctive Mood! These pillars of education were neglected. All this was a long time ago, and Kenbridge so small a village that you won't find it on your county map, but even then and there the dire heresies of the New Education were taking root under the apparently harmless ministrations of gentle Mr. Rathbone. Far be it from the present chronicle to attempt a defence of these irregularities; it aims only at faithfully recording their lamentable results. These dunces who ought to have been, and by a rigid adherence to approved methods might have been, turned out all of a pattern like ten-pins—as their Creator evidently intended—were not “turned out” at all, but grew—actually grew—like plants, and in after life extended and developed their powers in all sorts of frivolous and widely-differing pursuits. John Faxon at the present time is leader of an orchestra; Charlie Maguiness is an opera singer, and has such a phenomenal voice that he is obliged to style himself “Signor Maguinessi,” with the accent on the third syllable; Willie Trollope is an artist; Arthur Taylor a novelist; Jeff. Ruskin a zoologist and botanist; Walter Kelly a teacher of penmanship. The boy who made Jeff's squirrel-cage for him so many years ago in the old Kenbridge school is now an architect. They are, every one, earning a living, and each writes an uncommonly straightforward business letter on occasion, yet they are “all dunces” as Miss Hewitt said; to this day they are dreadfully uncertain about the Numerator and completely at sea in the Subjunctive Mood.

Strange to relate, old Mr. Rathbone for three years held, uninterruptedly, the even tenor of his way at Kenbridge school. One day he closed his Bible finally, and then his mild blue eyes, learning nor teaching no more on earth. The villagers buried him on the hither side of his daughter, between mother and wife; and in after days, John Faxon's orchestra played Mozart's Requiem above his grave.

#### WALKING AND THINKING.

Wordsworth composed his verses while walking, carried them in his memory, and got his wife or daughter to write them down on his return. Landor also used to compose while walking, and therefore always preferred to walk alone. Buckle walked every morning for a quarter of an hour before breakfast, and said that having adopted this custom upon medical advice, it had become necessary. “Heat or cold, sunshine or rain, made no difference to him either for that morning stroll, or for the afternoon walk which had its appointed time and length, and which he would rarely allow himself to curtail, either for business or for visits.” Equally careful was Longfellow in the preservation of his health. He persisted in outdoor exercise, even when the weather was the reverse of pleasant. Both in the spring and autumn, when raw and blustering winds prevailed, he never omitted his daily walk, though he might go no further than the bounds of his garden. Darwin was at one time fond of horseback exercise, but after the death of his favorite horse, some ten or twelve years ago, he never rode again, but preferred to walk around his garden, or along the pleasant footpaths through the lovely fields of Kent. The favorite recreation of Charles Dickens was walking. The walks he loved best were long stretches on the cliffs, or across the downs by the sea. Charles Lamb confessed a restless impulse for walking. He loved London; though he also liked to pluck buttercups and daisies at times in the country.

Persons desiring to learn “How to Paint in Water colors” can obtain full information on that subject from a book with the above title, published by E. L. Kellogg & Co., New York. The directions are minute and intelligible. The colors to use, how to mix them, and all needful information will be found in this handsome little volume. Accompanying it are twelve original designs of flowers for painting in water colors. The price is but 40 cents.—*Salem (N. Y.) Review.*

**THE SAHARA.**—The popular idea of the Sahara having been the basin of a sea is without foundation. The greater part of the area has apparently been above water ever since the cretaceous epoch; a comparatively small tract in the northeastern portion was submerged beneath a tertiary sea, while the only part that can have been under water in post-tertiary times consists of a tract extending from the Nile delta to the oasis of Ammon, and to the so-called “Chotts” of Tunis. The climate must have been damper, the rain-fall heavier, and fresh-water denudation more active in pleistocene days than now, to account for the erosion that has taken place, the abundance of fulgurites, and the present distribution of the fauna and flora, especially in such cases as the occurrence of Central African crocodiles in the marshes and streams of the completely isolated Ahaggar Mountains. Reasons are also given for believing that the Nile was formerly a larger river than it now is. The sand of the Sahara is considered to have been largely derived from the decomposition of the so-called Nubian sandstone.

**THE EXAMINER,** a very able paper in this city, says of “Talks on Teaching.” “Colonel F. W. Parker is known to fame as the leader in the ‘Quincy Experiment’ which made such a rattling among the dry bones of old-time educational methods a few years ago. In the summer of 1882 he delivered a series of ‘Talks on Teaching’ at Martha's Vineyard, which were duly reported and gathered into a book that has run through five large editions. It deserves this success. For though there is nothing absolutely new in it—Colonel Parker's ideas about teaching being mainly those of Pestalozzi and Froebel—they are new to American teachers. The book has been heartily denounced and highly praised; this fact shows that it is a live book, at any rate. We are sure that any teacher who reads it carefully will regret neither the time nor the money such a perusal will cost him. If he does not agree with everything contained in it, he will at least be stimulated. Teachers are prone to fall into ruts, and need a stimulating book now and then.”

**IDAHO.**—One of the most singular features in the scenery of the Territory of Idaho, is the occurrence of dark rocky chasms, into which large streams and creeks suddenly discharge themselves, disappear, and are never more seen. These fissures are old lava channels, produced by the outside of the molten mass cooling and forming a tube, which, on the fiery stream becoming exhausted, has been left empty, while the roof of the lava duct having at some point fallen in, presents there the opening into which the river plunges and is lost. At one place on the precipitous banks of the Snake river, one of these underground rivers comes gushing into light from a cleft high up in the basaltic walls, where it leaps in the form of a cataract into the torrent below. Where this stream has its origin, or at what point it is swallowed up, is utterly unknown, though it is believed that its sources are a long way up in the north country. Besides becoming the channels of living streams, these lava conduits are frequently found impacted with ice masses, which never entirely melt.

**CUSTOMS IN THE SOUDAN.**—Mr. F. L. James, in his *Wild Tribes of the Soudan*, says:—“They carry all liquids in very neatly plaited baskets, made by the women out of the leaves of the palm, so finely plaited as to be completely waterproof. The women are the water-carriers generally—in fact, nearly always. The water is a long way from the villages, as there is never any on the hills where they are built. We frequently saw the women, in the heat of the day, carrying these baskets filled with water back to their huts. Each woman carried two, fastened one to each end of a pole. Most of the huts were placed in small enclosures, made of the dried stalks of the maize. In the dwellings, we found cooking-pots, gourds for drinking, and roughly made wooden bedsteads. In one house was a huge earthenware jar, resembling one of the celebrated jars in the old story of ‘Ali Baba, or the Forty Thieves.’ It had probably been used as a receptacle for grain.”

It is said of Haydn, that the sweet singing of his mother's lullabys beside his cradle called forth that talent for music which distinguished him in after life. The father of Linneus used to cover the bed of his beloved boy with flowers, and we all know about that kiss that made West a painter. In fancy, I see a noble woman who gave her life to the school-room. She never saw a boy who was so low that she was not willing to try him, in her room, no difference how many times others might have expelled him, she was willing to undertake to reform him; and I have seen them come to her, seemingly without a tender susceptibility in their natures, and in a little while I have seen those same boys yield like snow flakes in the sun, in the presence of her love and firmness. She never shook, nor boxed, nor pinched, in order that, when her monthly record went in, she might be able to report “no whipping this month.” She punished with an irresistible power, but she was a real metaphysician and thoroughly understood all the winding pathways to a boy's heart.

**NEW SOUTH WALES.**—A traveler says, “I have never seen anything in America that compared with Wentworth Falls in the combination of both beauty and grandeur. At first the water leaps a distance of 700 feet, as though falling over the back to the seat of a great arm-chair cut out of the face of the mountain by some giant of nature. Falling in spray, it gathers itself for another run and leap, the second time falling over 800 feet into the great gorge below. The fall is so far and the foliage so dense at the foot that the eye fails to see the second gathering-place of the clouds of spray glittering in the sunlight 1,500 feet below. The valley below the falls spreads out into a great amphitheatre fifty miles across, and hemmed in on every side but one with the perpendicular walls of the mountain. No human foot has ever been known to tread this valley, as it cannot be reached from below, by reason of a second precipice over which the same stream falls, and to go down from above would be a perilous undertaking.”

#### PUBLISHERS' NOTES.

Some time ago I sent you notice to discontinue the *TEACHERS' INSTITUTE*, but I find that I cannot get along without it, even if I have other educational papers. A.K.

I have examined your sample copies very carefully, and must say that they meet my idea of what a paper for use among practical school-men should be—plain and to the point, with all superfluous matter left out. J. W. S.

**TREASURE TROVE** is the very thing to have in the home of each pupil. Our schools are in such a condition that we must prepare to educate the patrons too. The teachers of central and south Mo. need to read “Letters from Normalville” and “Talks on Teaching.”

I have been a subscriber to the *INSTITUTE* for several years and would not be without it, although I am not engaged in teaching. I am farming at present and yet I feel that I need it, I feel it my duty to keep pace with the progressive movements in education. Every farmer, mechanic, etc., should read this paper and especially every teacher. That it may prosper and continue to be a power in the schools, is the wish of one of its earnest readers. J. C. Z.

**THE Amherst College Summer School of Languages**, which is to begin its sessions July 7, at Amherst, Mass., presents many features that will be peculiarly attractive to students and others wishing to attend such a school during the summer. Not least among these attractions is the fact that the village of Amherst is one of the most healthful and beautiful in Massachusetts. Of the institution itself, it is pleasant to notice that it will be conducted by a board of teachers exceptionally able. Professor Heness was the originator in this country of what is known as the “Natural Method of teaching German.” The French professors are university graduates, two of them from Paris, and Prof. Shumway's reputation as a teacher of Latin and Greek compares favorably with the best. Most remarkable attainments have been made in acquiring languages under the methods followed at this school, opportunity being offered of conversation with native teachers at the table and socially, beside the hours of regular study. These advantages and those offered in the excellent courses of lectures, cannot fail of appreciation.

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## BOOK DEPARTMENT.

## NEW BOOKS.

**PLOETZ' EPIITOME OF ANCIENT, MEDIEVAL AND MODERN HISTORY.** Translated and enlarged. By William H. Tillinghast. Boston: Houghton, Mifflin & Co. \$3.00.

This is one of the best works of the kind yet issued. The author, Prof. Carl Ploetz is known in Germany as a veteran teacher. The excellence of this Epitome of Universal History is admitted by the scholarly critics of Dr. Ploetz' native country, as well as by those in other countries who have given it a candid and careful perusal. The valuable accessions made by the translation give it additional interest, and greatly increase its usefulness to the American scholar. It is intended for use by the upper classes in higher educational institutions. Its superior arrangement and elaborate index admirably adapt it for private use, and these will facilitate rapid acquisition of information concerning historical facts which for the moment may have escaped the memory.

Ancient history is treated under two general heads; first Eastern Peoples, and secondly, Western Peoples. The history of Eastern Peoples includes a description of the Egyptians, the Jews, Babylonians, Phoenicians, Lydians, Indians, Bactrians, Parthians, Chinese and Japanese. That of Western Peoples includes the Celts, both Continental and those of the British Isles, Greece, including the mythical period, and periods of reliable historical facts through the time known as the Hellenistic period; Roman history from the mythical epoch of the Kings to 476 A. D.; the fall of the Western Empire; the history of the Pentons; and of the Slavs and Lithuanians.

Medieval history is divided into four periods. The first includes the migrations of the Northern Tribes; the Tenlord Kingdoms, the Franks, Mahomet; and the New Persian Empire from 375 to 843 A. D. The second period extends from 843 to 1096 A. D., and covers Italy and Germany, France, England, Spain and the "East." The third period covers the Crusades, Germany and Italy, France, England, the "North," Spain and the "East," from 1096 to 1270 A. D. The fourth includes a history of Germany, France, Italy, England, Spain, and the "North" and "East" from 1270 to 1493 A. D.

Modern History is also divided into four periods. The first covers inventions, discoveries and colonies, America, Germany, the Thirty Years' War, France, Italy, Spain, England and the "North" and "East" from 1493 to 1648 A. D.; the second covers the same countries during the second half of the seventeenth century to 1789 A. D. The third covers the history of the same countries as above, and the first French revolution, and the Napoleonic Wars from 1789 to 1815 A. D. The fourth period covers the history of Continental Europe, Great Britain, France, United States, China, and Japan, from 1815 to the present time.

The distinguishing feature of the Epitome is the arrangement by which a brief connected narrative is accompanied by a clear, well graduated chronology which emphasizes the sequence of events without breaking up the story or fatiguing the mind. By the use of italics and two sizes of black type events are marked according to their relative importance. This has another pleasing effect. It relieves the eye and at the same time beautifies the page.

**THE READING SPELLER.** (Second Book) William A. Campbell, Principal High School, Hoboken, N. J. New York: D. Van Winkle, Jr.

There is no branch of learning taught in our schools less fruitful at present of good, practical results than spelling. Requiring children to study long columns of words, in the use and meaning of which they acquire no skill, is unnatural, laborious, and wasteful of time. The plan of this work is more sensible. It presents words in connection with other words, in a manner both attractive and instructive. The pupil is introduced to words such as he has been accustomed to hear from infancy; such as he is constantly finding and needing in every day life. The work is composed of short, condensed descriptions of interesting objects, no one subject being continued to a tiresome length. In this method the eye, ear, and hand aid each other. The pupil acquires at the same time a knowledge of the construction of sentences. His mind, too, is stored with facts of practical importance.

Phonic analysis, the uses of capital letters of punctuation, and diacritical marks, are features that receive special attention, and are treated with clearness and precision. Technical words, and all geographical and biographical names are pronounced at the end of each exercise. Words frequently mispronounced, words differently spelled and pronounced alike, and words

similarly spelled and pronounced differently, are carefully explained. The plan of the work is admirable, and shows thoughtful preparation, practical experience, and a progressive spirit.

**DELSARTE SYSTEM OF ORATORY.** By the Abbe Delaumosne and Mme. Angeline Arnaud. With an Essay on "The Attributes of Reason," by Francois Delsarte. Albany: Edgar S. Werner. Second edition, illustrated with charts, figures and diagrams; cloth, \$2.

In issuing the second edition the publisher has added the treatise of Mme. Arnaud who, like M. Delaumosne, was intimate with Delsarte for many years, and who possesses many of his papers and has treasured up many of his sayings. Their treatises are the only printed expositions of the Delsarte System, in any language. There has also been added an essay on "The Attributes of Reason," which was found in Delsarte's desk after his death, and which is translated from his own manuscript. This is the only matter in print that has come direct and unchanged from Delsarte.

The Delsarte System is now so widely known and recognized as a truly scientific and natural method of gesture, that it hardly seems necessary to explain its principles or extol its merits. It is simply indispensable to every person who wishes to give expression to his work, whatever that work may be,—acting, oratory, painting, sculpture, etc., etc. Among the Delsartean pupils are some of the greatest actors, orators, singers, preachers, elocutionists and readers of the day.

**IN THE HEART OF AFRICA.** By Sir Samuel W. Baker, F. R. G. S. New York: Funk & Wagnalls. Paper, 25 cents.

Perhaps there never was a traveler more renowned than Sir Samuel Baker. The culmination of his travels was the discovery of the great reservoir from which the Nile issues—a discovery that had baffled generations of explorers, and the story of which, as here given, is more thrilling than many a romance. The interest is greatly heightened by the fact that the explorer's wife accompanied him in all his hazardous journey, and at least once redeemed the expedition from almost certain failure. In the condensation much of the dry scientific record has been omitted, but the unity and charm of the narrative have been well preserved.

**SHAW'S NEW HISTORY OF ENGLISH AND AMERICAN LITERATURE.** Revised and rewritten, by Truman J. Backus, LL.D. New York: Sheldon & Co. \$1.25.

The learner who has thoroughly fixed in mind the exact position in literature of each of the great writers of the English language; their characteristics and history; peculiarities of style; the branches of human knowledge in which each is an authority—is better equipped to pursue any branch of learning to advantage. Such knowledge is a source of constant pleasure to its possessor, and enables one to direct future reading into channels as will furnish at once the most pleasure and culture.

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**THE AMATEUR PHOTOGRAPHER.** Ellerslie Wallace, Jr., M.D. Philadelphia: Porter & Coates.

This manual of photographic manipulation is intended especially for beginners and amateurs. It is a natural outgrowth of the very common adaption of photography as an accomplishment and recreation; which the immense advances of the dry-plate process have made possible. This book, however, does not limit its instructions to dry-plate photography, although dealing principally with that line of work, but gives many useful hints regarding every phase of photography. The suggestions are all practically valuable, and given with perfect clearness. No beginner in photography can well do without this work. It is printed and bound in a very neat and tasteful style, reflecting credit on the publisher.

**TIP LEWIS. "Pansy."** Boston: D. Lothrop & Co. 25 cents.

All "Pansy's" books have taken a strong hold on many readers. Her close sympathy with those that are trying for conscience' sake to lead better and purer lives, endears her works to thousands whose struggles seem to be unknown and unappreciated by the worldly-minded. Tip Lewis is a little rag-amuffin introduced to the reader as one of the mission class in a respectable

Sunday-school. He is full of mischief and fun, and apparently not a promising subject. The story relates his endeavor to break away from his old habits of life, and his struggles, ending in his becoming a clergyman. It is especially adapted for a Sunday-school book.

**BEGINNINGS WITH THE MICROSCOPE.** Wilber P. Manton, M.D., Boston: Lee & Shepherd. 50 cents.

This is a working hand-book containing simple instructions in the art and method of using the microscope and preparing objects for examination. The reader desiring to study the minute parts of nature, but who, for want of a few words of instruction doesn't know where to begin, will find this little manual an invaluable assistance. It is illustrated, and abounds in useful suggestions.

## MAGAZINES.

*The Outing* for May appears in good shape. It is pleasant to see that this young magazine is gaining steadily in strength as time goes on. The two full-page illustrations of the article on salmon-fishing are excellent. "Love in a Camera," an odd photographic fancy, by Mr. Holland. Cycling receives the prominent place which it deserves. Mr. L. J. Bates begins a lively account of the great Canada bicycle tour last year. Mr. Marsh's account of his tricycle run over the Alps, from Lucerne to Lake Como, is refreshing. There are wheel verses, and a sketch by Paul Pastnor, of the "Sorrows of his First Wheel." "Practical Talk," takes up the superiority of our fast yachts over the narrower English model. Mr. Norton's "Canoe and Canoeists" has a practical character. Mr. E. S. Gilbert gives a Thoreau-like sketch of our common shore lark; and there are interesting descriptive articles about Quebec and Mexico, and incidentals in the way of poetry and stories.

The *May Magazine of American History* opens with a spirited contribution from John Esten Cooke on the "Virginia Declaration of Independence, in 1776." It is a historical study of genuine excellence, accompanied with twenty illustrations. The second paper is by Dr. Cyrus Thomas, "Cherokees were Probably Mound-Builders." Frederic G. Mather writes of "Slavery in the Colony and State of New York." The Editor writes of "William III., of England." "The Great Seal of the Council for England" is the subject of an essay by James P. Baxter. The *Private Intelligence* Papers, reach Chapter VIII. "Minor Topics" includes a thrilling episode of the late civil war, entitled the "Soldier's Homeward Voyage"; and also "Aaron Burr at Quebec"—a letter from James Parton. This valuable *Magazine* is growing on the public with every issue, and commands high praise.

The feature of *The Domestic Monthly* for May is the large lithographic plate, illustrating twenty-five new Spring and Summer Costumes. There are articles on New Cotton and Wash Dresses, Summer Fabrics, Spring Wraps, Traveling Costumes, etc. The Literary Department of *The Domestic Monthly* contains some excellent things by popular authors, the first of a series of papers on Artistic Furnishing, and other attractive things. It reports a successful year.

## LITERARY NOTES.

Vol. II., Nos. 21 and 22 of *Notes and Queries*, conducted and published by S. C. & L. M. Gould, Manchester, N. H., is welcome on our desk.

Miss Sarah Orne Jewett has just completed a novel called "A Country Doctor," which Houghton, Mifflin & Co. will bring out for summer reading.

Among the spring announcements of the Osgoods are a new volume of sketches by Mr. Howells; a volume of poems by Edgar Fawcett; a new book by Joel Chandler Harris; and Henry Irving's "Impressions of America."

"Notes on Shakespeare's Versification" is the title of a pamphlet by George H. Browne, A.M., published by Ginn, Heath & Co., originally intended for the use of his own pupils, and printed to relieve other teachers from an unnecessary expenditure of time upon what is a secondary but not unimportant subject in teaching Shakespeare.

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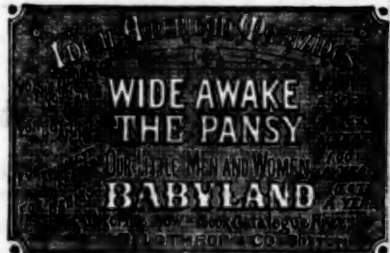
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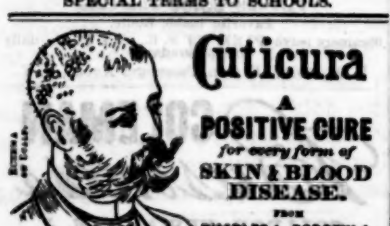
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